



3rd Grade Lesson Plan #2 (Arizona)

Be a building detective

Time: 30 to 40 minutes

Objective: Students will be able to identify how historic preservation can teach us what factors shape a community.

Strand 1 American History, Concept 1: Research Skills for History

PO 2: Recognize how archaeological research adds to our understanding of the past

PO 3: Use primary source materials (artifacts) to study people and events from the past

Pipe Spring National Monument Theme 1: The waters at Pipe Spring have always attracted and supported life in this desert environment.

Pipe Spring National Monument Theme 4: Pipe Spring is small, but significant part of a much larger landscape.

Materials: Winsor Castle pictures, worksheet, pencils

Procedures:

Opening/Introduction: Tell students they will be history detectives and will learn about early life in the Utah/Arizona territories by looking at the old buildings at Pipe Spring. Ask students: What could an old building teach us about the past? Think about your house. If a time traveler, walked in and looked around, what kind of rooms would they see? Have students talk about their homes- big or small, number of bathrooms, number of bedrooms, is their home new or old, and so on. When we look at old houses, we are getting a glimpse of the past and they tell us a lot about the people who lived there. Today, we're going to look at pictures of an old building at Pipe Spring and you are going to study them and try to tell us a little about it and the people who lived there. Handout worksheets, pictures of Winsor Castle and let them know they will be acting as building detectives! (10 minutes)

Activity: Students will spend 15-20 minutes looking at the pictures and filling out the worksheets. Don't tell students what the rooms were used for! Students can ask questions to figure out what some of the rooms tell them about the past. If you looked at the house, what do you think it could have been used for? What does a bed tell them about a room? Or a big metal vat with a strainer and presses? What might their guess then be? After discussing these questions with students, have students make their guesses for what these rooms were used for and then discuss the real purposes for these buildings. Also, make sure to ask them why they think the fort was built on top of the water source and what that tells us about what communities needs to survive. (15-20 minutes)

Pipe Spring National Monument



Conclusion: Ask students: What did you learn by looking at the different rooms at Pipe Spring? Let students answer, which should include a home for the ranch master and his family, but also a place of business to make dairy products for the larger community, and to protect the water source. (5-10 minutes)



Name: _____ Date: _____

Be a Building Detective!

Buildings identify a place. Their design, age, history, materials and relationship to each other make your community a special place and tell us about our history. Examine your building and answer the questions below to learn about this historic structure.

1. What materials is the building made out of?

2. What kinds of windows and doors does the building have? Does the building look similar to another building you have seen, if so what kind?

3. Pick a picture of one of the rooms, what are some of the things found inside of it? What do you think the room was used for?

4. Why is there water flowing in one room? Why did they keep food there?



5. Describe one machine or object in the house you thought was interesting and write down what it was used for.

6. What kind of work do you think was done at this building? Why do you think it was important for the people who lived there?
